



State of Arizona
Department of Education

Proposed Refinements to the SEI Models

Elementary Model

The Elementary Working Group met on June 2-3, 2014. Separate recommendations are made for first year ELLs and ELLs below the intermediate proficiency level and intermediate students that are in at least their second year.

Integration of the four hour time blocks for first year ELLs and all ELLs below the intermediate proficiency level.

Rationale:

- Provide Arizona's elementary school and self-contained middle schools optional flexibility with the 4-hour SEI Models for first year ELLs and all ELLs below the intermediate proficiency level.
- Provide the option to integrate domains while continuing ELD instruction.

Suggested Refinements:

Allow elementary and self-contained middle schools flexibility to provide the following services to first year ELLs and all ELLs below the intermediate proficiency level:

1. ELD instruction using the English Language Proficiency (ELP) standards during two "blocks", totaling 4 hours:
 - a. Block 1 - 120 minutes of integrated reading, oral English conversation and vocabulary
 - b. Block 2 - 120 minutes of integrated writing and grammar
2. Up to 30 minutes of literacy intervention services with non-ELL students that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. *(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)*



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Intermediate Level ELLs in at least their 2nd year

Rationale:

- Provide Arizona's elementary school and self-contained middle schools optional flexibility with the 4-hour SEI Models for intermediate level ELLs in at least their second year.
- Provide ELLs with the option to receive additional instructional time in content areas outside of the SEI Models.
- Provide ELLs with opportunities to participate in school-wide intervention services.

Suggested Refinements:

Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on AZELLA, and
- Are in at least their 2nd year of ELD instruction.

For those ELLs for which flexibility is appropriate, ELD instruction using ELP standards may be delivered during two "blocks", totaling 3 hours:

1. Block 1 - 90 minutes of integrated writing and grammar
2. Block 2 – 90 minutes of integrated reading, oral English conversation and vocabulary

Additional Elementary Refinement

Based on feedback and discussion at the August 20, 2014 ELL Review Committee meeting, the following refinement is proposed at the Elementary level:

- Allow LEAs at the elementary grade levels the flexibility to group ELLs based on a two grade span. If there are 20 or more ELLs in a two grade span an SEI classroom must be established.



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Secondary Model

The Secondary Working Group met on June 9-10, 2014.

Rationale:

- Provide Arizona's high schools and departmentalized middle schools optional flexibility with the current SEI Models for intermediate ELL students in at least their 2nd year of instruction.
- Reduce parent withdrawals.
- Motivate ELL students to qualify for/achieve the two-hour option.
- Give ELL students more options/access to college and career ready classes.
- Enable ELL students to graduate in a timely manner.

Suggested Refinements:

Provide an option for SEI English Teacher(s) and /or ELL Coordinators to reduce, up to 2 hours, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELL students for which the SEI English teacher(s) and /or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.

Low incidence schools are still required to maintain the Individual Language Learner Plan (ILLP) process for the required two hours.